

*This unit will cover the complexities of narrative writing. Key components of narrative writing, such as plot development, characterization, foreshadowing, and narrative tone will be understood. A small sample of three short fiction examples will be used to highlight these different components. Assigned reading selections will be "Silver Water" by Amy Bloom, "A Good Man is Hard to Find" by Flannery O'Connor, and "The Tell-Tale Heart" by Edgar Allan Poe. Narrative pieces will be written step-by-step throughout the unit, culminating in a final project piece. Through a series of drafts and work-shopping, a strong and coherent short narrative piece, conveying the different complex components of narrative writing will be the final performance task.*

*RSU 9*

*Cheyenne Candow*

*Narrative development, fiction writing, short stories*

*English - Writing*

*Narrative Writing*

*11-12*

*•vocabulary such as: plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone.  
•sequence and timeline: how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).  
•critical details such as: the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.*

*•describe the ideal sequence of events in a narrative.  
•illustrate narrative tones through specific word choice.  
•use telling details to create a layered narrative.  
•analyze different themes addressed using different literary elements.  
•consider different methods of developing a narrative.  
•recognize the writing qualities in a narrative.*

***Standards:****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. a, b, c, d.  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

***Common Core State Standards******Content Area:****English****Grade Level:****Grade 11-12****Domain:****Writing****Cluster:****Text Types and Purposes*

*•why is narrative writing complex?  
•how are narratives developed?  
•how do word choice and details work to create a specific narrative tone?*

*•narrative writing is complex.  
•well-structured event sequences are key to successful narrative writing.  
•word choice and specific details set and alter narrative tone.*

***Goal:****The goal is to write a short narrative to be entered into a critique workshop and edited based on the feedback you receive, as well as giving feedback of your own.****Role:****You are an aspiring author looking for some feedback on what you hope will be your first published work.****Audience:****Your audiences are members of the website Critique.org, some of whom may be professional authors.****Situation:****You are entering your short narrative into a critique.org workshop, where it will be read and critiqued by several people.****Product/Presentation:****The final product will be a blog detailing the writing process of your narrative, and a short presentation about your experience in the workshop.****Standards (six categories for each rubric)******Presentation Rubric:****Speaks Clearly (25%); Preparedness (25%); Time Limit (20%); Posture & Eye Contact (15%); Uses Complete Sentences (10%); Volume (5%)****Product Rubric:****Organization (20%); Writing Process (20%); Blog (20%); Critiquing (15%); Length (15%); Grammar, Spelling, and Format (10%)*

*•Organization (20%)  
•Writing Process (20%)  
•Blog (20%)  
•Critiquing (15%)  
•Length (15%)  
•Grammar, Spelling, and Format (10%)*

*• Pre- Asessment: Non-graded short personal narrative  
• Checking for Understanding: One minute essay, choral response, four corners, mile-a-minute talking, entrance/exit tickets  
• Timely Feedback: Self, peer, teacher.*

*• Audio Recording - Students will create an audio recording explaining the ideal sequence of events in a plot.  
• Digital Imaging - Students will create a digital image surrounding several words in order to evoke a certain feeling.  
• Podcast - Students will write and record 3 short narrative podcasts (2-3 minutes), adding details that reference past and future events in the narrative.  
• Prezi - Students will create a prezi explaining different themes and/or literary devices in a specific work of short fiction.  
• Timeline - Students will use a timeline application to develop a narrative progression.  
• Blog - Students will create a blog detailing the different literary styles and qualities of several examples of short fiction.*



*•Common Core State Standards, English – Writing, Grade 11-12,*

*Text Types and Purposes 3, a. b. c. d, 4, 5*

*•narrative writing is complex  
•well-structured event sequences are key to successful narrative writing.  
•word choice and specific details set and alter narrative tone.*

*Narrative Writing*

*Short Fiction*

*You are an aspiring writer and you’re looking for some professional feedback on your latest work of short fiction. You have been directed towards the website critique.org, a site designed for writers to submit their work for a feedbacking workshop, and where writers can critique other works. Based on the feedback you receive, you are expected to edit your narrative piece and re-submit it if you so choose, but keep each of your unedited drafts in a safe place. The final product will be a blog composed of these drafts and the final version of your narrative, as well as a short presentation about your experience using the critiquing workshops.*

*Blog*

*Oral Presentation*

***By what criteria will student products/performances be evaluated?***

*•Speaks Clearly (25%)  
•Preparedness (25%)  
•Time Limit (20%)  
•Posture & Eye Contact (15%)  
•Uses Complete Sentences (10%)  
•Volume (5%)*

*•Organization (20%)  
•Writing Process (20%)  
•Blog (20%)  
•Critiquing (15%)  
•Length (15%)  
•Grammar, Spelling, and Format (10%)*



***(W)****1.1 Students will understand that well-structured event sequences are key to successful narrative writing.****(Where)****Being able to tell stories in an organized way will make your personal stories more engaging.****(Why)****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.****(What)******(H)****1.2 As a start, I will either tell a personal story myself or find an online video telling a story.****(E)****1.3 Students will know plot, conflict, point of view, setting, and how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).****(Equip)****Students will use a sequence chart to map out the sequence of events in a narrative. Students will use pair checks to rearrange scrambled plot diagrams in order to see how different sequences can change the narrative.****(Explore)****With partners, students will create an audio recording explaining the ideal sequence of events in a plot. On their own, students will use a timeline application to develop a narrative progression.****(Experience)******(R)****1.4 Choral responses, in which students as a class will answer basic questions about the material as the lesson goes on, will be used for understanding. Students will also complete a handprint exercise, where they will trace their hand and write five things they learned.****(Rethink)****I will have students peer evaluate their timelines using a comment card.****(Rethink/Revise)****As a teacher, I will use a checklist and offer a space for comments.****(Revise/Refine)******(E-2)****1.5****Formative Assessment:******Pre-Asessment:****Students will write short personal narratives about a meaningful event in their life.****Checking for Understanding:****Choral response and Handprint and****Timely Feedback:****Teacher and Peer.****(Evaluate)******(T)****1.6****Tailors******Verbal:****Students will be reading a short fiction example, and in class we will discuss the different parts of the plot using the example text.****Logic:****Using a sequence chart as an organizer.****Visual:****Plot mountain diagrams will be used to explain plot sequence.****Musical:****Play a ballad/a song with a story and students will detail each verse as a different part of the plot.****Kinesthetic:****In small groups, each person will be given a different event in a timeline. They will then need to move and form human timelines in the correct sequence of events.****Intrapersonal:****Students use a handprint exercise at the end of class to reflect on the information they learned during the class.****Interpersonal:****Students will work in partners on an audio file explaining the ideal sequence of a plot.****Naturalist:****An important part of the plot exposition is detailing the physical setting of a narrative.****(O)****1.7 Students will be able to describe the ideal sequence of events in a narrative and consider different methods of developing a narrative.****(Explain and Empathy)******Product:****Audio file and Timeline****Number of Days:****3-4****(Organize)***

***(W)****2.1 Students will understand that word choice and specific details set and alter narrative tone.****(Where)****Understanding the importance of details can help your future planning, such as events and get-togethers.****(Why)****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.****(What)******(H)****2.2 A riddle, with the answer being in the details.****(E)****2.3 Students will know theme, foreshadowing, allegory, allusion, characterization, point of view, setting, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.****(Equip)****Students will use a sandwich graphic organizer to note key details in a selection of reading. Students will participate in a think-pair-share exercise, where I will ask a question and they will have time to think about it and discuss it with a partner.****(Explore)****In small groups, students will write and record 3 short narrative podcasts (2-3 minutes), adding details that reference past and future events in the narrative.****(Experience)******(R)****2.4 As a way to check understanding, students will participate in a brief game of four corners, in which they will break into four groups based on their understanding of the material.****(Rethink)****Students will peer-evaluate each other's podcast transcripts prior to recording using a checklist.****(Rethink/Revise)****As a teacher, I will offer feedback using a checklist and make comments.****(Revise/Refine)******(E-2)****2.5****Formative Assessment:******Checking for Understanding:****Four corners and****Timely Feedback:****Teacher and Peer****(Evaluate)******(T)****2.6****Tailors******Verbal:****Students will be reading an example of short fiction, which we will use to connect details throughout the story.****Logic:****The riddle hook will require students to critically think about the answer.****Visual:****The sandwich graphic gives students a way to visualize the importance of details.****Musical:******Kinesthetic:****Students will participate in a sit/stand activity. Students will all stand and listen to a description of a member of the class. Once a detail no longer matches up with them, they will sit down.****Intrapersonal:****Students will write personal descriptions of themselves, starting with broad information like physical appearance, and moving towards more personal details. These descriptions will be used in the kinesthetic activity.****Interpersonal:****The assessment for this lesson will be done in small groups.****Naturalist:****There will be some focus on physical setting in short fiction, which often has an impact on the underlying symbolism of the story.****(O)****2.7 Students will be able to use telling details to create a layered narrative.****(Application)******Product:****Podcast****Number of Days:****2-3****(Organize)***

***(W)****3.1 Students will understand that word choice and specific details set and alter narrative tone.****(Where)****Understanding the tone and connotations of certain words can help you avoid misunderstandings in social interactions.****(Why)****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. c.****Use****a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.****(What)******(H)****3.2 Listening to the song Happy by Pharell Williams, a song with an extremely clear tone, to discuss how to get the same uplifting affect using only words.****(E)****3.3 Students will know diction, tone, the importance of theme and symbolism, and the significance of time.****(Equip)****Students will use a word web to connect certain words with different feelings. Students will participate in popcorn sharing, in which I will give a feeling and they will supply different words that invoke that feeling.****(Explore)****On their own, students will choose a feeling and create a digital image using different words to try and evoke that feeling.****(Experience)******(R)****3.4 To check for understanding, students will write a five minute essay where they will all be given a broad scene and they must use descriptive words to give the scene either a light or dark feel. Students can volunteer to share these with the class, but I will be checking all of them.****(Rethink)****Students will self-evaluate their digital image using a checklist.****(Rethink/Revise)****I will provide feedback using a rubric with a comments section.****(Revise/Refine)******(E-2)****3.5****Formative Assessment:******Checking for Understanding:****Five Minute Essay and****Timely Feedback:****Teacher and Self****(T)****3.6****Tailors******Verbal:****Five minute essay exercise wherein students will be given a scene and should try to use descriptive words to alter tone (e.g. using words with good vs. bad connotations)****Logic:****Word web will be used to organize a variety of feelings/tones and words with connotations that fit the broader topics.****Visual:****The assessment for this lesson is a digital typographical image using different words to evoke a certain feeling.****Musical:****The hook of listening to a song and going over how to create the same feeling without using music.****Kinesthestic:******Intrapersonal:****This lesson's assessment is to be done individually, given students to reflect on their interpretations of tones/feelings and convey them in an artistic manner.****Interpersonal:****Popcorn sharing in which students call on other students to continue sharing gets the whole class involved in a singular activity.****Naturalist:****Scene connected to the verbal activity will be connected to nature.****(O)****3.7 Students will be able to illustrate narrative tones through specific word choice.****(Interpretation)******Product:****Digital Image****Number of Days:****2-3****(Organize)***

***(W)****4.1 Students will understand that narrative writing is complex.****(Where)****Understanding the complexities of narrative stories can help your personal storytelling, making it more interesting and engaging.****(Why)****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.****(What)******(H)****4.2 Students will get the chance to work on their new storytelling ability by volunteering to tell a story and trying to include things like a clean and organized plot, details, and narrative tone.****(E)****4.3 Students will know plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.****(Equip)****Students will use a story map which they will fill in for one or more short fiction examples, and to work on their final project. Students will participate in small round table discussions, where they will be given a story to talk about. Each student will need to write down their contribution on a piece of paper.****(Explore)****On their own, students will create a prezi explaining different themes and/or literary devices in a specific work of short fiction OR create a blog detailing the different literary styles and qualities of several examples of short fiction.****(Experience)******(R)****4.4 To check for understanding, students will fill out exit tickets answering a question about the material discussed that day. After the round table discussions, we will hold a class debrief in which students share what they discussed with their groups.****(Rethink)****Students will look at the blogs or prezis of some of their peers and evaluate them using a checklist.****(Rethink/Revise)****I will evaluate prezis using a rubric and blogs using a checklist, both with comments.****(Revise/Refine)******(E-2)****4.5****Formative Assessment:******Checking for Understanding:****Exit tickets and Debriefing and****Timely Feedback:****Teacher and Peer****(T)****4.6****Tailors******Verbal:****One of the assessment option is a heavily linguistic blog about literary styles.****Logic:****The story map will help students organize the plot and details of their final assessment.****Visual:****Students will use a story map that provides a way of seeing all the details and plot coming together.****Musical:******Kinesthestic:****Round table discussions will have students moving to get with groups and if desired, moving to a different location in the classroom.****Intrapersonal:****The assessment for this lesson will be done alone, as well as students will use exit tickets to reflect over the answer to a question about the material.****Interpersonal:****Students will participate in round table discussions in small groups, and then will participate in a larger class discussion.****Naturalist:******(O)****4.7 Students will be able to analyze different themes addressed using different literary elements and recognize the writing qualities in a narrative.****(Perspective and Self-Knowledge)******Product:****Blog or Prezi****Number of Days:****3-4 (****Organize****)*

*Lesson 3:*

*3.1 Tone and Mood (W)*

*3.2 "Happy" by Pharell Williams (H)*

*3.3 Word Web and Popcorn Sharing (E)*

*3.4 Five Minute Essay (R)*

*3.5 Teacher and Self (E-2)*

*3.7 Interpretation (O)*

*2-3 days*

*Lesson 2:*

*2.1 Importance of Details (W)*

*2.2 Riddle (H)*

*2.3 Sandwich Organizer and Think-Pair-Share (E)*

*2.4 Four Corners (R)*

*2.5 Teacher and Peer (E-2)*

*2.7 Application (O)*

*2-3 days*

*Lesson 4:*

*4.1 Narrative as A Whole (W)*

*4.2 Student stories (H)*

*4.3 Story Map and Round Table Discussion (E)*

*4.4 Exit Tickets and Class Debrief (R)*

*4.5 Teacher and Self (E-2)*

*4.7 Perspective and Self-Knowledge (O)*

*3-4 days*

*Presentation*

*Presentation*

*Work Session*

*Work Session*

*Lesson 1:*

* 1. *Plot Understanding (W)*
  2. *Personal Story(H)*
  3. *Sequence Chart, Audio and Timeline (E)*
  4. *Choral Response and Handprint (R)*
  5. *Teacher and Peer (E-2)*
  6. *Explain and Empathy (O)*

*3-4 days*